

**STUDENTS' PROBLEM IN BUILDING UP ENGLISH
VOCABULARY AT MAN 1 PULANG PISAU**

THESIS



**BY
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FACULTY OF TARBIYAH AND TEACHER TRAINING EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION**

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STUDENTS' PROBLEM IN BUILDING UP ENGLISH VOCABULARY AT MAN 1 PULANG PISAU

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



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STUDY PROGRAM OF ENGLISH EDUCATION**

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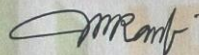
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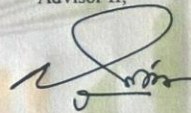
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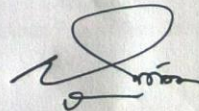
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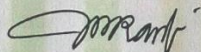
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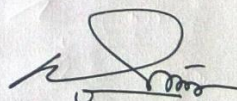
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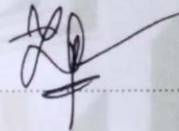
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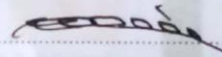
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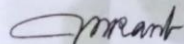
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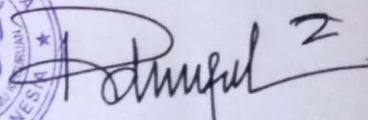
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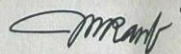
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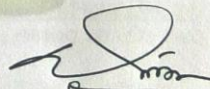
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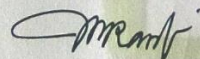
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*“ Indeed, the patient will be given their reward without
account(limit) ”*

(Q.S. Az-Zumar[39]: 10)

The background of the page features a large, light green watermark of the IAIN Palangkaraya logo. The logo is a stylized emblem with a central shield-like shape containing an open book. Above the book, the letters 'IAIN' are written in a bold, sans-serif font. Below the book, the word 'PALANGKARAYA' is written in a smaller, all-caps, sans-serif font. The entire logo is rendered in a light green color with a slight 3D effect.

This thesis is dedicated to:
My beloved father and Mother. My
brother and my sister and Nero for
the support, suggest and happiness in
conducting this research and also all
of my friends of English Education
Study Program academic year 2014
with their support and help. Thank a
million!

DECLARATION OF AUTHORSHIP

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Yours Faithfully



Tri Wulandari
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ABSTRACT

Wulandari, T. 2020. Students' Problems In Building Up English Vocabulary At Man 1 Pulang Pisau Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Keywords: Student problems, build vocabulary.

This research was conducted to find out students' problems in building up English vocabulary at MAN 1 Pulang Pisau and how do students settle the problems in building up English vocabulary at MAN 1 Pulang Pisau

Researchers use qualitative descriptive method. Then, data is collected through interviews. Furthermore, the subjects of this study were MAN 1 Pulang Pisau students consisting of 11 students . The researcher interviewed eleven students. The interview consisted of 15 questions.

Finally, The findings show that there are two types of problems which consist of receptive vocabulary, such as listening and reading comprehension, and productive vocabulary, like correct pronunciation and use constructively in speaking and write. The data also shows that there are many factors for students problems in building English vocabulary such as: word meaning, motivation and learning facilities and student laziness as a result students are lacking attention to the teacher.

ABSTRAK

Wulandari,T. 2020. Students' Problems In Building Up English Vocabulary At Man 1 Pulang Pisau Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Kata Kunci: Masalah siswa, membangun kosa kata.

Penelitian ini dilakukan untuk mengetahui masalah siswa dalam membangun kosakata bahasa Inggris di MAN 1 Pulang Pisau dan bagaimana siswa menyelesaikan masalah dalam membangun kosakata bahasa Inggris di MAN 1 Pulang Pisau

Peneliti menggunakan metode deskriptif kualitatif. Kemudian, data dikumpulkan melalui wawancara. Selanjutnya, subjek penelitian ini adalah siswa MAN 1 Pulang Pisau yang terdiri dari 11 siswa. Peneliti mewawancarai sebelas siswa. Wawancara terdiri dari 15 pertanyaan.

Akhirnya, Temuan menunjukkan bahwa ada dua jenis masalah yang terdiri dari reseptif kosa kata, seperti mendengarkan dan pemahaman membaca, dan kosakata produktif, seperti pengucapan dengan benar dan penggunaan secara konstruktif dalam berbicara dan menulis. Data ini juga menunjukkan bahwa ada banyak factor masalah pada siswa dalam membangun kosa kata bahasa Inggris seperti: pemaknaan kata, motivasi, fasilitas belajar dan kemalasan siswa sebagai akibatnya siswa kurang memperhatikan guru.

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Her appreciation is addressed to:

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Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, Juneth 2020
The Writer

Tri Wulandari
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CHAPTER I

INTRODUCTION

This chapter discusses the background of study, problem of the study, objectives of the study, scope and limitation of the study, significant of study, and definition of key terms.

A. Background of the Study

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finochiaro, 1964 in Brown 1987: 4). In another word, language is used for communication which has social function.

As an international language, English continues to become a globally spread language and has many different functions in many countries. English has various statuses: English as a native language, English as a second language, and English as a foreign language (Richard et.al., 1985: 188).

Learning the English language is one major because English has become an international language, which is used by most people in the world. Many countries use English as their second language. Despite the difficulties in learning English, it is worthwhile to learn the language because it plays a very substantial part in almost all fields of life such as communication, commerce, economy, politics, education, science, technology, and so on.

Sidney Greenbaum and Randolph Quirk, (2003) English as one of the languages in the world is very important to learn because it can be used in giving or receiving information and for the development of education,

technology, and arts. It is important and very beneficial to the young learners. Preparing the learner to study English as early as possible is very crucial because their brain is ready for learning and most of them can learn quite well. English is the world's most widely used languages. A distinction is often made that depends on how the language is learned: as a native language (mother tongue), acquired when the speaker is a young student (generally in the home), or as a foreign language, acquired at home subsequent period.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand other or express their own ideas. Wilkins (1972) states that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Moreover Albeit in Faraj (2015: 11) defines that vocabulary is not the only element that convey meaning, but also there are some other vital feature like grammar, intonation, stress, tone of voice, rhythm, pauses, silences or hesitations, etc. McCathy (1990) argues that no matter how well the students learns grammar, no matter how successful the sounds of second language are mastered, without words to express a wide range of meanings, communication in a second language just cannot happen in any meaningful way. It can be concluded that vocabulary is a very important part of language. Especially for teaching and learning process, vocabulary plays an important role. Therefore, students should be master as many as possible vocabularies.

Taty Apriyanti, (2012) In Indonesia, English is regarded as a foreign language, meaning that English is not widely used in Indonesian society. The characteristics of the foreign language context are different from those of second language learning context. The language input of this context is very limited. English is used in a formal and social environment. The motivation

for learning is just instrumental or integrative. The purpose of learning is travelling abroad, communicating with native speakers, and reading scientific and technical works. The means of learning is the school and limited mass media.

Overlapping with this distinction is that between its uses as a first language, the primary language of the speaker and as an additional language.

Vocabulary plays important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it is supported by Ur (1996: 60) that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words. Those statements imply the importance of teaching vocabulary as a foreign language.

So that why the researcher interest in addressing this problem because the main basis for being able to speak English is to have sufficient and developing vocabulary. My generations find it difficult to develop English when there is a lack of knowledge of English vocabulary while sitting in high school. And I took the subject of this research at MAN 1 pulang pisau because I am an alumni of the school. what I want to know is whether there are still many students who have difficulty developing their English or are still the same as my generation. Ferreira (2007, p. 20) The knowledge of word meanings and the ability to access that knowledge efficiently are recognized as important factors in reading and listening comprehension, speaking and

writing fluency. Thus, vocabulary knowledge helps students with language comprehension. Vocabulary knowledge is the heart of a language comprehension and use. To comprehend a text successfully, students need to have sufficient word knowledge. This is to say that the comprehension of a language depends on the amount of words that are known in that language. In learning English, having a lot of vocabulary is very important. By using several vocabulary, students will be able to use speaking and writing especially for senior high students.

Vocabulary poses a big or small problem for most of us. There are more than 750.000 words in the English language (James, 1994). There are obvious limits to human memory, however sharp it maybe, in the case of a small minority of people. It is not merely, therefore, the problem of remembering such a vast variety of words, but it is even a bigger problem to choose the right word and to use it bewildering, and often seemingly endless variety of their denotations and connotation, and the various rules and shades of meaning that have come to be associated with them.

Knowledge of words is thus as important as grammar. Ndomba (1983, P.26) also states that one of the big problem in learning a language is a lot of difficult words, so that the students do not understand what they read. Only with mastering vocabulary they can read the column of a newspaper or popular magazine or even understand news on the radio well to the information in improving their knowledge and their skill in mastering a foreign language.

Mastering vocabulary is also the first step to master English well. We should ensure that our students are aware of the vocabulary they need for their level and that they can use the words which they want to use and/or the words we have selected for them to use (Harmer, 1991, p.23). Therefore, the mastery of vocabulary is an important tool enable students to understand information

or explanation during teaching and learning process in education.

According Nadia Balqis (2018) the students way to settle their problems are practice with friend using dictionary and memorizing,listening,sharing and discussing. Rohmatilah (2011)said the student way in learning english vocabuary by using dictionary and searching in internet to know the meaning of difficult word. Biesides ,Syafriza and Haerudin (2018)also also said the student's way to settle theirs problems in learning vocabuary are practice with friend ,making note and more memorizing.Ahizam Naeem (2019)said there are way to settlle theirs problems in learning the vocabulary such as using dictionary knowing the meanings of new words, practiced pronouncing new words, making a note to memorizing and learn spelling new vocabulary.In developing English vocabulary, students need to force themselves to memorize words and practice more diligently if they want to improve their ability to master vocabulary.

The results that have been obtained by researchers concluded that most of the problems in general that have been found by researchers before that faced when learning English vocabulary is lazy to memorize, pronunciation, learning facilities and motivation. There are ways that are usually used to settleing problems in learning English vocabulary such as, using dictionaries, learning with friends, discussions, and searching the internet.

Based on the researcher experience as a high school alumni, researcher feel like doing research in the high school at MAN 1 pulang pisau.. Even though, they have two English teachers who helped them in learning English. The teacher was support their students in learning English but only view change which they got. Besides, this school has been central in educations District. The students are not only from the near school areas, but also from rounding areas. Additionally, the location is not too far from the

downtown, students' address, and their economic background is not all relatively good. Also, this school has private class in the afternoon to facilitate conducive in English learning but the students still could not build English vocabulary in their daily life such as in speaking, listening, reading and writing.

Everyone believes that vocabulary is the important element in learning a foreign language. Learning vocabulary is considered as a basic task for learners. The learners who have lack of vocabulary cannot express their idea clearly, fluently as they want and also they cannot understand the books which are written in English. The students who are rich of vocabulary will be able to understand the lesson given by the teacher, comprehend English reading text and deliver their idea and their thought in English in written and spoken form.

Based on the explanation above, the writer is interested in investigating **“Students’ Problems in Building Up English Vocabulary at MAN 1 Pulau Pisau”**.

B. Research Questions

Based on the background above, the writer formulates problem of the study as follows:

1. What are students' problems in building up English vocabulary at MAN 1 Pulau Pisau?
2. How do students solve the problems in building up English vocabulary at MAN 1 Pulau Pisau?

C. Objective of The Study

Based on the problem of study, the objective of study that want to be achieved are

1. To find out the problems faced by the students in building up English vocabulary at MAN 1 Pulang Pisau.
2. To find out how the students solve the problems in building up English vocabulary at MAN 1 Pulang Pisau.

D. Scope and Limitation of The Study

This study is focused on the students' problems and how they settle the problems in building up English vocabulary at MAN 1 Pulang Pisau. The subject of this study is The students of XI grade at MAN 1 pulang pisau who were choosen by using purposive sampling. It is limited on how the students' ability and their strategy in solving the problems of mastering vocabulary that appear in learning activities in the teaching learning process.

E. Significance of The Study

There are two research significances of this study, namely theoritical significance and practical significance.

1. Theoritical significance

Theoritical significance of this study is to enrich a various references or theoris about teachng English in building up vocabulary. Here are the t heoritical significance of this research:

- a. Research finding hopefully can be used as an input and innovation in teaching English vocabulary.
- b. Research finding can be used as additional references for those who want to conduct a research about building up English vocabulary.

2. Practical significance

Practically, this research also provides its significance as follows:

- a. Teachers

- The English teacher should be creative to manage and motivate the students in teaching English vocabulary by using modern and fun way to build up students' English vocabulary
- Help other teacher to increase their effort in teaching English vocabulary when they face the same situation

b. Students

- To help the students in understanding of the English vocabulary
- Students will feel more confident to speak with good mastery of English vocabulary

c. Researcher

- The researcher expected that the study can increase the students' English vocabulary in four skills, such as listening, speaking, reading, and writing skill.
- The study of this research can be useful as references for the next researcher especially on the study of English vocabulary.

F. The Definition of Key Terms

1. Students' problems here means the problems that the student faced in the classroom during teaching-learning process.
2. Building up vocabulary in terminology, vocabulary can be defined as a list of words for a particular language or set of words that individual speaker of language might use (Hatch and Brown, 1995, p.1)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about definition of vocabulary, types of vocabulary, the strategy of learning vocabulary, teaching English vocabulary, principles of vocabulary learning, , the important of mastery vocabulary in language learning and the problem of learning vocabulary.

A. Previous Study

This research has differences and similarities with the following previous studies:

First, Nadia Balqis(2018) conducted her research “Students Problem in Building up of english vocabulary”.the similarities from her reasearch are sublect of the study that in senior high school.use experimental methode.also the instrument used questionnaire.

Second Liliana Amukti (2004)The equation in this study is to look for factors of “Students' Difficulties in Understanding Vocabulary”. The methods used are qualitative and all data uses descriptive analysis. The difference is that this research is for first semester students at universities. and this research refers more to facial problems in understanding English.

Alqahtani Mofareh (2007) , “The Importance of Vocabulary in Language Learning and How To Be Taught”. In this study, researchers sought how important vocabulary is in learning English and what problems students have in understanding vocabulary. The target of this



research is for all levels of the school, but this research is still conducted in elementary schools from grade 4 and above. The researchers used a qualitative type survey method. In addition, in this study the researcher also provided a strategy for subsequent research.

Zhihong Bai,(2005) “An Analysis of Strategies English Vocabulary Learning”. In his research he used a survey questionnaire and his method was quantitative. However his research target was a second semester student who is not majoring in English. The difference in this research is of course the method used and the research objectives.

Rohmatillah,(2011) “A Study on Students' Difficulties in Learning Vocabulary”. In her study she looked for any factors that made it difficult for students to learn English vocabulary. The similarity in this study was the same as using descriptive qualitative methods but the case study . Using interviews and questionnaires. The difference is that this research is conducted for first semester students.

Hernawati “ Building Up The Students 'English Vocabulary Through Fanny Stories”. The similarities in this research are the same object of research looking for ways to build students' English vocabulary. However the difference in this research was used quantitative design. The subject of the research is senior high school students. also this research uses the media which is funny stories.

Sajid Jamil, Muhammad Iqbal Majoka & Muhammad Saeed Khan(2014 p.41).conducted their thesis about “A Study of Vocabulary Building

in English Language Curriculum at Primary Level in Pakistan'. the study show that provision of vocabulary building at primary level particularly in public sector was not reasonable. Both sectors are not fulfilling the criteria/perceptions of experts about vocabulary growth. Grabe (2009) suggests 2,000 new words annually for second language learners. the difference with this study is the objective. this study research about curriculum.

Last, this study conducted by Singer Gail (2013) entitled "enjoying vocabulary learning in high school the: key word method", he found the teaching vocabulary the student was given the english translation and forms a mental picture in which images representing the keyword and the meaning interact with each other. The difference of this study is the subject of the study.

This research is the same as looking for students' problems in building or developing English vocabulary. But there are quite a lot of differences in data collection procedures, methods and approaches. and there were previous studies conducted not at school students but at universities. So from that researchers wanted to try to get new discoveries with various examples of previous research.

Vocabulary knowledge is a building process that occurs over time as they make connections to other words, learn examples and non-examples of the word and related words, and use the word accurately within the context of the sentence (Snow, Griffin, & Burns, 2005).

Based on those statements, it can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains of aspects, they are meaning, use of word, form (pronunciation and spelling).

B. Definition of Vocabulary

In recent years, social technologies have been widely used by students on a daily basis. Although it was perceived as a type of technology used mainly for social and entertainment purposes, it has gradually been adapted for use in education (Top, 2012). There are many free and inexpensive applications available in app stores that provide potential opportunities to the academic world. The use of these applications helps to create social-media-focused culture that is influencing how people communicate, teach, and learn (Mao, 2014).

Lau (2012) reported that online social networkshelp initiate learning activities among students. Students who use online social networks can develop their knowledge based on extensive communications and knowledge sharing from the social network sites. Mao (2014) investigated high school students' affordances for social media, their attitudes and beliefs about these new technologies, and related obstacles and issues in using social media. Findings indicated that students show positive attitudes and beliefs about social media use in education. Specifically, students believed they could improve their learning when using social media and also enjoy using social media for an

assignment or their own learning after school. However, some students thought that social media created a distraction and was time consuming. The study results also suggest that scaffolding is necessary for social media to be used as effective learning tools (Mao, 2014).

Besides, a growing number of researchers (Ala-Mutka et al. 2009; Minocha, 2009) have explored the potentials of social media and reported benefits and also the drawbacks and challenges for its applications in educational settings. While, some authors (Christensen et al., 2008) consider that further development of social media tools and social web in general would eventually lead to disruptive innovations in education. Hence, the use of social media in education is about developing young people's critical and creative abilities; therefore, according to (Hasselbring et al., 1992) students can get involved with a problem, often through visual media, which provide integrated contexts and help students comprehend new ideas more easily.

Vocabulary, as one of the language components, it is an important component for students to be learned since it builds up communication.

People cannot send their message or express ideas to others, nor can they grasp what other people say if they do not master vocabulary. Vocabulary is the basic element of language that will make language meaningful. It implies that more vocabulary people learn, the easier they express their ideas. Therefore, vocabulary is a must in learning a language.

Vocabulary is one of factors that support students for mastering language skills. They are listening, speaking, reading, and writing. In listening, students may not understand the conversation well. In speaking they cannot communicate well without vocabulary, in reading students may not understand the text, and in writing students may not write our idea, that problems is caused students do not master the vocabulary. We can conclude that vocabulary is very important in a language because vocabulary is one of the language components in English. It is supported by Wallace (1988:9), "vocabulary is the vital aspect of the language". Furthermore, Rivers (1970:462) says that "it would be impossible to learn a language without vocabulary".

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies. According to Michael Graves (2000), there are four components of an effective vocabulary program:

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning

Vocabulary builds over time. It develops with reading and with specific instruction. A good vocabulary helps you to develop your comprehension skills and master a language. When you take the effort to understand unfamiliar words, you actually try to understand the entire context in which the word is used. And this entire process helps you to understand what the writer or speaker is trying to say.

In addition to comprehension skills, a good vocabulary also helps you to articulate your ideas and thoughts in an effective way. With a rich vocabulary, you will not sound repetitive and boring. You will be able to choose the appropriate words and express your ideas with maximum impact. At the same time, you will also be able to receive and process information in a better way. Your grasping ability increases with a good vocabulary.

Another advantage of a good vocabulary is that you will be able to create a good impression. When you articulate well, the other person will naturally be more inclined to listen and exchange ideas with you.

C. Types of Vocabulary

English has an enormous spool of vocabulary. No one, even native speaker is able to know them all. finitely, we do not need to know them all in order to use English, we only need to know vocabulary those are relavant to our practical purpose. So from the user point of view, Quant (1997, P .103) said that it is useful to distinguish at least four kind of vocabulary, they are:

a) Listening vocabulary

A person's lstening vocabulary is all the words he or she can recognize when listening to a speech. This vocabulary is aided in size by the context and tone of voice.

b) Speakng vocabulary

A person's speakng vocabulary is all the words he or she can use in speech. due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse-though slight and unintentional may be compensated by facial expressions, tone of voice, or hands gestures. Secondary grade, we are really referring to his meaning vocabulary.

c) Reading vocabulary

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest types of vocabulary simply because it is included the other three.

d) Writing vocabulary

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two types, the writing vocabulary is stimulated by its user.

Related to the distinguishing given by Quant above, Craft in his book entitled *An Introduction to English Language Teaching* (1998, P.44) distinguished vocabulary into two types, they are "There are words which the students understand, pronounce them correctly, and use them constructively in speaking and writing, this type of vocabulary is called active vocabulary. The second one is passive vocabulary, it is words that students recognize and understand when they occur in the context".

D. Strategy of learning vocabulary

1. The researcher provides in some strategies that have been proposed by the experts. Hatch and Brown (1995) mention five essential steps in vocabulary learning that present what learners must do as follows:
Having sources for encountering new words. This step may be the first important step in learning vocabulary. Without having sources, learning will be ineffective.
2. The second step is getting a clear image, either visual or auditory or both, for the forms of the new words. Learners need the media assistance to ease their comprehension in one vocabulary.

3. Learning the meaning of the words is the most essential point in this step. Its help students to avoid misinterpreting in understanding the new vocabulary.
4. Form and meaning must be related each other. That way, the learners need to make strong memory connection between the form and meaning of the word.
5. The last step is which is the main of all steps is using the words.

E. Teaching english vocabulary

The process of teaching English Vocabulary is not easy to do like appear as waste of time. Whereas, as previously argued, vocabulary mastery is the pathway to mastering four paramount skills in English. According to Hornby (1995) defines teaching as giving instruction to somebody's knowledge, skill, etc. Therefore, both teachers and learners should realize this and set aside destructive thoughts that motivate willingness to learn as much vocabulary as possible.

As Allan and Vallate (1997) state that teaching vocabulary can be meaningful if the teacher conducts the teaching process by combining the available techniques of teaching. Moreover effendi (cited in Restina, 1997:1) says that one of students' weaknesses in using English is they lack of vocabulary. It can be concluded that teacher should choose the appropriate technique to decrease the students' lack of vocabulary because if the teacher did not use exact technique the students cannot follow the material from the teacher.

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairns and Redman (1986) in Moras:

- a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)
- b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).
- d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation. A Socio-cultural association of lexical items is another important factor.
- g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
- j. Pronunciation: ability to recognize and reproduce items in speech

F. The principle of vocabulary

In learning vocabulary, of course the teacher and the learners must know the principles of vocabulary in learning a language. According to Kieran (2012) learning vocabulary has six principles, they are:

1. Choose useful words

Teacher should choose words that will be useful for her students to learn. Useful words are words that learners will meet very often, or need to use often in their language use situations.

2. Let the learners do the work

Far too often, the teachers give the work for their learners by providing definitions, sentences. While helping students with difficult definitions is necessary, it is probably more meaningful for learners to do work by themselves. It is aimed to set the students to learn the words by themselves first before taking a class.

3. Focus on different aspect of a word

There are many words in English may have more than one meaning. For example the word 'book' obviously means something you use to read from (a written work in the form of) a set of printed pages fastened together inside a cover, as a thing to be read. But when come across word, then, and try to decipher its meaning we will have to look at the context in which it is used

4. Provide meaningful learning opportunities

It is not enough only to inform the students the meaning of words or to teach the students about the basic meaning of words. The students need opportunities to see or hear the target of words in a meaningful context, and opportunities to use the words in meaningful writing and speaking task. Challenging the students to find these words in reading or listening passages and use these words in particular writing and speaking task is a simply way to provide students in meaningful learning opportunities.

5. Implement a regular testing schedule

In achieving the target of teaching and learning vocabulary and to know the students' progress, the students should be tested regularly. Testing also can be used in giving students' feedback on their success and failure in learning and achieving the target of learning words and motivating the students in mastering vocabulary.

G. The importance of mastering in vocabulary learning

The importance of vocabulary in language learning is also state by Rivers (1998, P.42), she said that it would be impossible to learn language without vocabulary. One cloud learn about a language through some symbol systems which demonstrate relation and how they realized, but this would be like exhibiting the skeleton remains of a dinosaur and believing that one had actually encountered the creature. Language is not dry bones. It is a living growing entity, clothed in the fresh of words. Based on some of explanation above, it shows that how vocabulary has the important role in a language learning

Furthermore, Kufaisi (2012) also states about the importance of vocabulary as general agreement to be success in social life, professional and intellectual life, so vocabulary is a vehicle for thought, self-expression and communication. It is unavoidable that mastering vocabulary is an important aspect in learning a foreign language, it has assumption that the succession of learning a foreign language depends very much on student's building up English vocabulary. Without having a sufficient number of vocabulary, the students especially the students of English 25 study program will have any difficulties in developing the language skills.

H. The problem of vocabulary learning

While, social factors are the factors which come from surrounding the learners such as family, teacher and teaching method, facilities, social motivation, environment and chance. In learning vocabulary, the learners

faced some obstacles to master the words. In her thesis classifies the problems of learning vocabulary are, word meaning, pronunciation, motivation, learning facilities, and also teaching method (Sari, p.13).

1. Word Meaning : One of the problematic issues of vocabulary is meaning. The students face the obstacle with the word meaning. Many words have multiple meaning. So one should know what the word mean in order to avoid misunderstanding in communication (Ibid, P.13). In learning about words, students need to learn some classification of word such as poly semi: distinguishing between the various meaning of single word form with several and closely related meanings, antonyms: the opposite meaning, synonyms: a word that is close meaning to another word, hyponyms: a word with a particular meaning that is included in the meaning of a more general word, etc.

2. Pronunciation : Pronunciation is one of the most important aspects one has to master when learning English. The pronunciation system of English words is unique. That is the reason why many people say that the pronunciation of English language is difficult. The way we pronounce English words depend on how the word are heard in our ears.

3. Motivation : Motivation is essential to success. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something Harmer (2005, P.51). As H Douglas Brown point out, “a cognitive view of motivation includes factors such as the need for exploring, activity, stimulation, new knowledge, and ego enhancement

(Ibid, P.51). Motivation is one aspect that influence on learning English. Motivation is something that drives someone to do something to reach the goal. Without motivation, the students would not do learning well. Therefore, the teacher should employ creative ways for teaching the words and increasing the students' motivation.

4. Learning Facilities: Facilities are other most important aspects in learning. Facilities help and support the students to achieve the success in teaching learning process. Good facilities support the instructional process and help boost students' learning motivation (Sari, 2010, P.14). The above learning problem indicates that teachers need to acquire good understanding of teaching method and students should work hard to increase their level of vocabulary.

The facilities that support the teaching and learning process such as dictionaries are not sufficient. Only some Inggris-Indonesia and Indonesia-Inggris dictionaries available and the students cannot borrow them to be brought into the classroom. Many students do not have dictionary and it is hard to ask them to buy the good one, since they come from middle-to-low economic families.

Vocabulary refers to the collection of words that a person knows and uses. Vocabulary development is the process of acquiring new words. The size of a child's vocabulary between preschool and first grade is often a strong indicator of their reading comprehension in later grades. That's why it's so important to focus on building vocabulary skills throughout reading instruction.

The Reading Skills Pyramid is a visual depiction of the process that children go through when learning to read. It recognizes that there are

usually 5 steps to learning to read:

1. Connecting sounds to letters (phonemic awareness)
2. Distinguishing between letter sounds (phonics)
3. Understanding and interpreting what one is reading (reading comprehension)
4. Building on the words they do know to learn new words (vocabulary)
5. Starting to read easily and with fewer delays (fluency)

On this page we will explore the importance of vocabulary development and how it lays the groundwork for comprehension and fluency.

Building vocabulary is a complex process. In order to successfully build vocabulary skills, there are multiple components of gaining mastery over new words.

- a. The first component of learning new words is exposure: seeing the new word enough times to grow familiar with it.
- b. The second component is understanding the definition of the word, as well as how it is commonly used in context.
- c. Another component of vocabulary building is recognizing synonyms of the word.
- d. Examples of how the word is used in context can be a helpful component of learning vocabulary as well.
- e. Finally, students should have plenty of opportunity to practice using the new word, both orally and in print.

Without a doubt, the best way to help your child learn new words is to read to them as often as possible

CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents research type, research design, variables of study, population and sample, research instruments, technique for collecting data and technique for analyzing data.

A. Research Design

1. Research Type

This research is non experimental. The design of this method of the research is qualitative. Bogdan and Biklen (1998, P.55) says that qualitative methodology allows researchers to focus on perception behaviors and experiences. In other word, the data of this research is mainly presented in form of word and pictures including interview. Furthermore, the aim of doing qualitative research is to find the fact of situation or object.

According to Donald Ary (2010) stated that “Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis”. The descriptive research asked questions about the nature, incidence, or distribution of a variable, it involved describing but not manipulating variables.”

According to Creswell (2014) Qualitative research is an approach for exploring and understanding the meaning individuals or



groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

2. Research Approach

This research used the method of phenomenology. Phenomenology is part of a qualitative method. Basic This research method is the philosophy of phenomenology. Phenomenology means 'understand the problem being realized it manifests itself '(to show itself). Something will look as if there is appear) (Creswell in Raco 2010:40)

The main problem to be explored and understood this method is the meaning or understanding, structure, and nature of the life experience of a person or group over a symptoms experienced. The definition referred to as which was expressed by Max Weber namely 'Verstehen' ie deep understanding (in-depth).

This study is classified into qualitative research. In this research, the researcher wants to find the existing phenomena or natural setting of building up English vocabulary at MAN 1 Pulang Pisau.. It will be conducted in some phases includes collecting data, analyzing

data and drawing the conclusion. Besides, the researcher will also use library references to collect the related data for this research. Therefore, the researcher's purpose is to know how the problems while students' building up vocabulary especially in sophomore level in MAN 1 pulang pisau.

3. Place and Time

The study was taken by called in Whatsapp aplication. Used recording to documentation the interview. About the time it is not specified because adjust to students' free time to being interviewed.

B. Subject of the Study

Subject of the study is student of XI grade at MAN 1 PULANGPISAU. This school is located in Kec.Kahayan Hilir, Pulang Pisau Regency. The subject chose by using purposive sampling technique. There several reason that used,such as the students must get high score in English. There were 11 students who chosen as the respondent of study . They chosen based on the mean of English scores which gotten from the English teacher..

C. Source of Data

This source of data In this research, the participants were second grade students. They are involved in the teaching-learning process at MAN 1 PULANG PISAU. In this study, the researcher will use purposive sampling to select the participant. Griffie (2012, P.58) opines that

“purposive sampling is a technique where the researcher decides who would most likely help us to provide information about our construct”. In other words, purposive sampling is a technique based on certain consideration or criterion.

In addition, as the researcher wants to gain in-depth information about the students' problem in building up English vocabulary, The researcher chose 11 students by using based on the mean English score. Besides, the researcher also select English teachers as informant to collect the information about students of MAN 1 Pulang Pisau. However, the result of English teachers' as informant only for support the result of the data accurately.

D. Research Instrument

a. Interview

Bogdan and Biklen (1998) as cited in Haryonto (2015, P.25) “interview is purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. Interview is a technique to collect the data by providing some direct questions to the informants. In this research, the researcher used interview to collect the further data and to answer the following of second research question.

Sugiyono (2008:231) stated that an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a

particular topic. Meanwhile Hadi (1993:39) stated that interviews can be viewed as a method of data collection by way of question and answer undertaken unilaterally by systematic and based on the purpose of the investigation.

According statement above, the interview is so important in research. It has the aims to get information and collect the data for research needs with question-answer.

There are kinds of interviews, namely (a) unstructured interview. In this type, the interviewer interviews with no systematic plan of question, (b) structured interview. The interview by using a set questions arranged in advance, (c) semi structured interview (Edwards and Holland, 2013 ; Jamshed, 2014 ; Stuckey, 2013 ; Gill et al, 2008). The interviewer used a set of questions which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions.

In this case, the researcher used semi-structure interview. The interview was done with XI student at MAN 1 pulang pisau. The interview was done called via Whatsapp aplication . The functions of interview in this research was used to get the information for answer the research probems.

This is clasification of the question interview:The first questions till fifth for learning process activities English Vocabulary activities.

- 1) Why do you interested in learning english ?
- 2) What is the activity which is most often given by English

teacher in teaching vocabulary?

- 3) How do you think about the activity that given by english teacher in teaching vocabulary?
- 4) How do you memorize english vocabulary?
- 5) What do you think about learning vocabulary is very important in building up english vocabulary?

The problems and solves English vocabulary building for sixth till tenth questions.

- 6) How does your teacher use the methods in teaching english vocabulary?
- 7) What are your obstacles in building up English vocabulary?
- 8) What is your problem in building up english vocabulary?
- 9) How do you solve the problem while mastering vocabulary?
- 10) How many times does your teacher corrected when you make a mistake in learning english vocabulary?

The benifit mastering english vocabulary are questions number eleventh till fifteenth.

- 11) What do you think about learning vocabulary help you in building up english vocabulary?
- 12) What do you think about learning vocabulary make you have deep knowledge in building up English vocabulary?
- 13) What do you do to encourage each other to improve english vocabulary mastery?
- 14) What do you think about learning vocabularycan improve you in building up English vocabulary?

15) What do you think about mastering vocabulary make you become more motivated in learning English.

For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography.

The interview will be used 5W+1H. The researcher has been conducted interviews to gain the information related to the teaching and learning process. To obtain the data, the researcher used interview guidelines to interview the English teachers. The data was in the form of interview transcripts. The interviews were done in reconnaissance and reflection step. In reconnaissance, the researcher interviewed the English teacher related to the students' problems in building up English vocabulary.

Later on, the researcher also used interview to answer the second research question to find the direct respond from the students through asking some questions who committed into vocabulary building. Therefore, it helps the researcher easily to know the students respects onto vocabulary building. The researcher were aimed to reflect on the result of the actions. In interviewing, Cresswell (2012, p. 220), he mentioned there are some techniques that used:

- a) Identifying the interviewees.
- b) Determining the type of interview, you that will be use.
- c) During the interview, audiotaping the questions and responses.
- d) Taking brief notes during the interview.

- e) Locating a quiet, suitable place for conducting the interview.
- f) Obtaining consent from the interview to participate in the study.
- g) Having a plan but be flexible.
- h) Using problems to obtain additional information.
- i) Being courteous and professional when the interview is over.

The type of interview applied by reasearcher will one-by-one interview. As Creswell mentioned that it is a populer type that use in collecting data whie the questions given, the recording is used as well (creswell, 2012, p. 218). Thus,in one-by-one interview, the researcher applied semi-structure interview.

E. Data Collection Procedures

In terms of the way or data collection techniques, In order to answer the research questions of the study, the researcher used two techniques of data collection is interview. Such described before that each of the instruments will select for specific purposes based on their strengths.

a) Interview

For this research was got the permission of the principal and then meet an English language teacher or staff for requesting student data to be examined. the data sought are special students of the eleventh grade and have high ability in learning English. data sought through the results grades on English language subjects.

For this interview process is carry out for eleventh grade students and the teacher as a support. what they want to get is about the problems faced by students in developing and developing English vocabulary. data for more specific reasons. and the interview is conducted after English learning hours their school is finish.

The researcher will be distributed in one way which the interview spreads to the students problem to building English vocabulary at MAN 1 Pulang Pisau. For the simple detail, it can be seen from the steps below:

1. The researcher decide the subject of the study ;
2. Researcher provided the adapted-interview;
3. Researcher called the student participant one by one.
4. Researcher distributed the interview to each subject;
5. The researcher collected the responses;
6. The researcher used sound recording interview;
7. The researcher analysed the result of interview verbally.
8. the researcher analysed the result of interview recording
9. The researcher conclude the result of analysis

In this steps, the researcher conducted via the telephone whatsapp application. as an introduction, the researcher creates a whatsapp group whose participants are students who want to be interviewed. After that, the researcher provides direction for students who have free time to contact the researcher so they can be interviewed without disrupting student activities. The researcher uses a semi-structured interview. The contents of the interview questions are answered directly each interviewer gives questions one by one. Not all giving the questions one by one, then answered afterwards.

F. Data Analysis Procedures

Miles and Huberman (2004) believe that techniques that are used to analyse the data are:

1. Data collection

In data collection, the writers studied all the data that will collect and get in the field and make a conclusion of the data that can be

understand and analyse. In this case, the data collect is the data from students.

2. Data reduction

In reduction process, the writer will select and chose the data that relavan with the study; focus on the data that direct to solving of the probems or to answer a research.

3. Data display

In data display, the result of the data reduction report systematically wich can be understood and reasonable of the data that is gotten in the filed by the writer.

4. Data conclusion

In this case, the writer make conclusion from all the data that is gotten in order to make clear and understood for reader.

G. Data Endorsment

1. Credibility

Credibility, the equivalent of internal validity, calls for identifying all important factors in the research questions and accurately and competely describing the ways in which these factors are reflected in the data are gathered (White and Marsh,2006,p.38). In this reasearch, the rsearcher used triangulation. Triangulation is a methode used to determine the location of a fixed point basede on the laws of the trigonometry. These laws state that if one side and two angels of a triangel are known, the order two sides and angel of that triangel can be calculated (Denzin,2010,p.12-13).

Among experts in triangulation in the social sciences, there continous to be a general consensus on the usefules of the four types of triangulation originally identified by denzin in the 1970s: (1) data triangulation; (2) investigator triangulation; (3) theory triangulation; (4)

methodological or methode triangulation.

2. Transferbility

Transferbility, or external validity, is essentially a judgement about the applicability of findings from one context to another. Generally a qualitative researcher tries to situate his findings within a relevant theoretical paradigm, understanding that findings sensible within it can be applied to other, comparable contexts with greater confidence. Similarly, research usually tries to collect data on single factor or question aspects from multiple sources with the understanding that findings based on multiple data sources can be transferred with greater confidence (White and Marsh, 2006, p.38)

3. Dependability

Dependability addresses the notion of replicability and defines it as “stability after discounting conscious and unpredictable but rational and logical changes” (Guba & Lincoln in White and Marsh, 2006, p.38).

4. Confirmability

Confirmability relates to objectivity and is measured in quantitative content analysis by assessing inter-rater reliability. Qualitative research findings are confirmed by looking at the data not the researcher(s), to determine if the data support the conclusions. The important criterion is not numeric correspondence between coders but conceptual consistency between observation and conclusion (White and Marsh, 2006, p.38-39)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In order to obtain the answer for the two research questions of this study, qualitative research was applied as the researcher has the opportunity to explore students' problems in building up English vocabulary at MAN 1 Pulang Pisau. This chapter focuses on the data analysis including the findings and the result of the study. The result of data analysis denotes the answer of the research questions and draws out some points and issues for discussion.

A. Data Presentation

For the first data, Observation was carried out by visiting the teachers and staff and collecting data in the office. so this observation only collects student data related to grades and information from the English teacher regarding the ability of each student. This observation is carried out like this because it looks at the current pandemic conditions.

For the second data was an interview, based on the result of observation, the researcher found eleven students who become a sample in this research. The researcher asked the students, as follows; Theirs problems in building up English vocabulary at MAN 1 Pulang Pisau and How do they settle the problems in building up English vocabulary at MAN 1 Pulang Pisau.



B. Research Findings

1. What the student's problems in building up English vocabulary at MAN 1 Pulang Pisau ?.

a. Students' Problem in Building Up English Vocabularies

In learning English, having a lot of vocabulary is very important. With a lot of vocabulary, we will enrich the words while speaking and writing. Its means, we should aware of the stock of vocabulary in our mind. Also, the teachers should pay attention with this case. Based on the findings of the first research questions, the researcher found that most of students have a lot of problems in learning, they are: 1) lazy in memorizing words, 2) Words meaning and word grammar, 3) Pronunciation, 4) Learning facilities, 5) Motivation the problem explained below:

1) Not motivated in memorizing words

Memorizing is an alternative and effective way to store a lot of vocabulary in our memory. It is very important because if we have many vocabulary we will able to speak English fluently, also our reading or writing will be increased and be better. In the interview the researcher asked 60 students about memorizing words. Most of student acknowledged that they were lazy to memorize the words. It was providing in interview which they said :

“ SA:Kalo kendala ya pas males aja sih kak.kan kalo nggak kurang fokus tuh susah pelajaran masuk”

“ N:pas lagi males aja kalo kak kak lah”

“RJ::Kendalanya kalo lagi malas aja sih kak.atau gk semangat.jadi kadang susah belajar vocab.hee”

“NJ : Rasa malas aja kadang sih kak”

“NW : Kendalanya lagi malas aja kak.atau kurang mood aja kak”

“ANW : Kendalanya kalo lagi malas aja sih kak.atau gk semangat.jadi kadang susah belajar vocab.hee “

from the results of the interview data above, it can be concluded that the average student is lazy in developing English vocabulary

2) Words meaning and word grammar

Which we know that in English there are several words that may have more than one meaning. These words may have opposite meanings (antonyms) and also have the same meaning (synonyms). In English also has the same word but different meanings depending on its use. For example "book" means 'book: when a noun is made. On the other hand "book" can be chosen "ordered" with verb approval. This is one of the problems for them in learning English vocabulary. On the other hand grammar in English is also one of the problems experienced by students. This data was collected from questions in the interview. They say that:

” ANW : Kadang itu ada kata yang terdiri dua kata tapi satu arti kak.kalo nggak tau bingung. Misal kata take a bath.kan artinya mandi.nah sebulum tau arti sebenarnya jadi bingung kalo artikan perkata kan lain artinya.hee..”

“NJ : Kendala apa ya.misalkan kak yang dua kata itu lo kak yang satu arti n.nah itu kendala saya biasanya dua kata tapi satu arti misalkan kaya turn on kak itu kan dua kata sedangkan artinya menghidupkan.tapi kalo di artikan satu satu lain lagi artinya kak.”

“HY:Pernah kesusahan mencari arti kata kak.misal dua kata satu arti,nah itu kadang kan kita bisa terkecoh dengan artinya. contohnya kalo turn itu belok .on bisa pada, bisa aktif.yg arti turn on menghidupkan.jadi kadang bisa bingung.”

“RJ:Kadang itu ada kata yang terdiri dua kata tapi satu arti kak.kalo nggak tau bingung, Misal kata take a bath.kan artinya mandi.nah sebulum tau arti sebenarnya jadi bingung kalo artikan perkata kan lain artinya.hee..”

“N:Kendala apa ya.misalkan kak yang dua kata itu lo kak yang satu arti n.nah itu kendala saya biasanya dua kata tapi satu.

hhmmEhh tau.misalkan kaya take a bath kak itu kan dua kata sedangkan artinya mandi.”

“R:Pernah kesusahan mencari arti kata kak.misal dua kata satu arti,nah itu kadang kan kita bisa terkecoh dengan artinya. Emmm..misalnya apa ya..Oh iya,kayak kata turn on .itu kan kalodi artikan satu satu beda lagi artinya kak”

“SA:Kalo ada kata yang susah di cari atau nggak hafal artinya.”

Here the researchers conclude that lack of understanding of the meaning of words or grammar in English is one of the problems experienced by students in MAN 1 Pulang Pisau which on average they do not understand with two English words that have one meaning

3) Pronunciation

Pronunciation is also important thing in learning English. It's interconnected between each other skills. Thus, the teachers should be sensitive with this because it will give a big change. Some of students said in interview :

“NW:Kalo ada kata yang susah di hafalin tulisannya atau susah bacanya / ngucapinnya.dan nggak tau artinya.”

“ SA:Kalo ada kata yang susah di ucapkan dan nggak hafal artinya.”

Most students get into this problem while learning English vocabulary. especially in the pronunciation of words and hearing words that make it difficult for students to grasp the meaning of the word. Teachers must use several strategies to solve their problems.

4) Learning facilities

To have a good learner, they need all aspects to support the teaching-learning process well including facilities. Here the researcher saw that their English learning facilities are still less but not all only in language laboratory. Some of students said in interview.

“NIU : Masalahnya adalah kurangnya media. Sebagai contoh, kami memiliki latihan langsung tapi jarang mendengarkan pengucapan penutur asli karena sekolah saya masih belum memiliki fasilitas yang memadai. Jadi saya kurang terbiasa mendengar kata bahasa inggris tersebut. terkadang saya sampai salah mengartikan karena kurang teliti mendengarkan”

The researcher concludes that instructional media is one of the facilities that are indispensable in building and increasing the ability of students to learn English vocabulary

5) Motivation

Motivation is something that drives a person to achieve goals. So from that motivation is also an important factor in the world of education. Because students without motivation may not be able to achieve the desired goal or result.

Yufrizal (2008: 111) states that the factors which influence the second language learning are motivation and attitudes, anxiety, age difference, personality factors, cognitive factors, and other factors. Motivation can push someone to complete a course of work. Motivation is also a passion to do something. Therefore, motivation plays very important role in language learning. Success or failure in to learn the target language.

Therefore motivation is needed to increase student enthusiasm for all subjects, one of which is in English language lessons. not only in education but also in social life. Families will be very influential in motivating their children to study spirit other than motivation from parents, motivation from teachers for the development of Students is also one of the important things. From the interview the average students said:

“ SA:Kalo kendala ya pas males aja sih kak.kan kalo nggak kurang fokus tuh susah pelajaran masuk”

“ N:pas lagi males aja kalo kak kak lah”

“RJ::Kendalanya kalo lagi malas aja sih kak.atau gk semangat.jadi kadang susah belajar vocab.hee”

“NJ : Rasa malas aja kadang sih kak”

“NW : Kendalanya lagi malas aja kak.atau kurang mood aja kak”

“ANW : Kendalanya kalo lagi malas aja sih kak.atau gk semangat.jadi kadang susah belajar vocab.hee “

from interviews the average student said that they were lazy in increasing their vocabulary so that the researchers concluded that they lacked motivation in learning because motivation was also an important point in building their abilities.

2. How do the students settle the problems in building up English vocabulary at MAN 1 Pulang Pisau

Vocabulary affects the communication process. It affects the will and the ability to express ideas correctly. Tarigan (1984:2) notes that one's language skill depends on vocabulary mastery. The more vocabulary one has, the more chance one has to be able to communicate. Furthermore, one's ideas or thoughts will be better understood if they are expressed in the appropriate and correct words.

In line with Tarigan, Krashen and Terrel (1983: 155) argue that vocabulary is basic to communication. If learners do not recognize the meanings of the key words used by those who address them, they will be

unable to participate in the conversation. And if they wish to express some ideas, opinion, or ask for information, they must be able to produce lexical items to convey their meaning.

Researchers get more data about how students cope vocabulary difficulties by interviewing participants to answer the second question in the research problem. In general, most students at MAN 1 Pulang pisau are interested in learning English, only their views are not interested, also some from them not at all interesting. The students settle the problems by a).Using dictionary, b).Practice with friends, c).Making a note, d).searching in internet, e).Listening and watching

a. Using dictionary and memorizing

One of strategies which they use is to find the difficult word in dictionary and memorize it; they do not only find the meaning but also find the synonym and antonym of the words.

"SA: Ya nyari dikamus atau nggak nyari diinternet."

"R: Kalo aku cara menghafalnya kadang nulis dibuku. kalo nggak di tulis di buku kecileh kertas kecil maksudnya terus nempel didinding."

"RJ: Biasa nya aku kalo habis belajar. tapi usaha aku biasanya yang sulit-sulit katanya itu ulun tulis ditempel dimeja kalo nggak dibagian atas buku tulis "

The researcher conclude that one of the activities done by students in solving problems or obstacles in learning English vocabulary is memorizing and getting words in the dictionary. Memorized words are real things around them such as books,

tables, etc. which makes it easy memorization. Most students write words in their notebooks to make it easier for them to memorize words in their homes.

b. Practice with friends

From interview the researcher got the information that students try to speak up in front of class.

“HY:Emmm.. biasanya ngajak temen belajar bareng .kalo nggak tanya keteman yang lebih bisa buat ngoreksi kita.dan nggak ngejelekin temen kalo ada yang nggak bisa tap di bantu.”

“ NAW:Sama sama belajar aja sih kak,kalo ada yang mau diajak belajar bareng.supaya sama sama cepat bisa.terus kalo ada yang ebih paham kan ada yang bantu kita.”

There are many ways to build the students' vocabulary in learning English. One of them is to keep on practicing. Because when they found new vocabulary then always practice in daily life automatically they will master with vocabulary. This strategy is effective to apply in the class, especially to develop students' ability in building up English vocabulary.

c. Making a note

in the interview some of the students said that making vocabulary notes was one of the methods they were comfortable using. They said :

“ANW:Biasa nya aku kadang ingat kadang enggak kak kalo habis belajar.tapi usaha aku biasanya yang sulit-sulit katanya itu ulun tulis dibagian atas buku tulis .biar mudah menghafalnya.”

“RM: Misalkan ada buku buku yang ditulis kosa kata nah jadi disitu.eh saya bisa menghafal dari buku”

d. Searching in internet

which we know that the internet is not something foreign to the world of education because on the internet we can learn, look for various kinds of knowledge especially English vocabulary. so the internet for students is one of the media used for learning. In the interview they said that :

“N:Ehh kayak lewat di internet itu lo kak kan bisa membantu dalam membangun kosa kata biasanya..biasanya dengan belajar sih kak.”

“N:Nyari di internet.kalo misalnya ada teman yang lebih paham.jadi kami bisa belajar bersama.jadi sama sam atahu kak.”

“NW:Kalo susah ya nyari di kamus kak.emmm kalo nggak ya nyari di internet kak “.

“NJ:Ehh kayak lewat di internet itu lo kak kan bisa membantu dalam membangun kosa kata biasanya..”

“SP:Nyari di internet.kalo misalnya ada teman yang lebih paham.jadi kami bisa belajar bersama.jadi sama sam atahu kak.”

so researchers concluded that the internet was one of the strategies students used to develop English vocabulary. therefore

researchers are asking all teachers to become the internet as a medium of learning in school

e. Listening and Watching

The respondent said:

“RP :saya sering mendengarkan lagu bahasa inggris di aplikasi jadi ini metode saya dalam meningkatkan kosakata”

“F:iya film berbahasa inggris entar subtitle nya ada dua dibawah bahasa inggris dan indonesia.jadi sambil belajar disitu.”

“F:Kayak yang aku biang tadi dengan game kak, kalo nngak ngajakin nonton bareng dikelas terus suruh nyari tu kata yang nggak dimengerti di catat gitu kosa katanya”.

The use of media is also very important in learning English vocabulary. The enjoyable condition makes them easy in learning English. They will focus on what they were heard and watch then they will get the points of the listening and watching. So, this is one of learning strategy.

In relation to the vocabulary teaching, the use of instructional media is a bridge for explaining something to students in the teaching and learning process. It can be used as a tool to get students' attention, interest, and motivation to learn. Media that can be used in the English teaching-learning process vary

C. Discuccion

This section presents a discussion based on research findings. The discussion relates to students' problems in building English vocabulary and how students solve English vocabulary problems.

Cameron (2001:95) explains that vocabulary is fundamental to use the foreign language as discourse since vocabulary is both learnt from participating in discourse and it is essential to participate in it. Vocabulary has been seen as a major resource for language use. Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning, together with words that are learnt because they interest or excite young learners at that age.

Like previous study, according to Ndomba (1983, p.26) said that the big problem in learning languages is that many words are difficult, so students do not understand what they are reading. Here, researchers find some of the problems faced by students and some of the ways students use to settle these problems.

1. The student's problems in building up English vocabulary at MAN 1 Pulang Pisau

Related with previous studies Nadia (2018) conducted her research from her reasearch are meaning words, learning facilities, motivation and prunciation. Rohmatillah, (2011) found In her study she looked for any factors that made it difficult for students to learn English vocabulary are (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of students difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words. Syafriza and Haerudin (2018) also said the student's problems in learning vocabuary are feel hard

memorizing word and low motivation. Ahzam Naeem (2019) argues in his research there are several problems in learning the vocabulary such as knowing the meanings of new words, pronouncing new words, using new words correctly, memorizing and spelling new vocabulary. To its contribution, this study emphasizes the importance of learning the English vocabulary, draws students' attention towards it, highlights the problems encountered by students, and raises their awareness of the vocabulary.

Based on the research findings from the results of the interview, the researcher found that there were several problems faced by secondary school students at MAN 1 Pulang Pisau. These findings indicate that when students learn English such as speaking, listening, reading and writing, they encounter some problems in building English vocabulary.

The problem they faced was the meaning of the English words (the meaning of the word). Most of them said they were afraid of making mistakes in the productive use of vocabulary (pronunciation). On the other hand the lack of media such as lack of English books, there are no dictionaries and tools that support learning English so that it makes them unable or difficult to understand the meaning of words, and grammar. Another problem that makes students' problems in building English vocabulary is interference with grammar mastering vocabulary. Sometimes they say the wrong pronunciation.

They find it difficult to say a few words because they have never heard those words and they do not use English in daily communication. They are not used during conversation and memorization exercises. The results also showed that most students did not fully master the four main elements of speaking, listening, reading and writing skills including vocabulary, grammar and pronunciation.

1. The students settle the problems in building up English vocabulary at MAN 1 Pulang Pisau

Conducted in Balqis nadia(2018)the students way to settle their problems are practice with friend using dictionary and memorizing,listening,sharing and discussing. Rohmatilah (2011)said the student way in learning english vocabulary by using dictionary and searching in internet to know the meaning of difficult word. Biesides ,Syafriza and Haerudin (2018)also also said the student's way to settle theirs problems in learning vocabulary are practice with friend ,making note and more memorizing.Ahzam Naeem (2019)said there are way to settlle theirs problems in learning the vocabulary such as using dictionary knowing the meanings of new words, practiced pronouncing new words, making a note to memorizing and learn spelling new vocabulary.In developing English vocabulary, students need to force themselves to memorize words and practice more diligently if they want to improve their ability to master vocabulary.

From the data collected, the researchers found several strategies used by the participants. They make the best use of existing media such as the internet (YouTube, music, movies, ect) so that they enjoy learning. Some of them also make vocabulary notes in their special books. They encourage and motivate themselves and other friends to practice, listen to conversations, discuss with friends, and use synonym or antonym words to improve their vocabulary. So from the explanation above the researcher concludes that each student has their own strategy and they have various ways to overcome their difficulties in building English vocabulary. Learners who can find their own ways or strategies for learning are nominated as good language learners. Therefore, it can be said that students who have various learning strategies are eligible to

become good language learners. That's because they can overcome their difficulties with themselves.

Vocabulary has an important role in the second language learning. Wilkins in Thornburry (2002:13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expressions. We can say very little 17 grammar, but we can say almost anything with words. It shows that learning vocabulary is very important. Further, Krashen (1983:155) says that vocabulary is very important for the acquisition process. Vocabulary supports the successful learning of the four language skills.

Vocabulary learning is an essential part in foreign language whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008).

The results that have been obtained by researchers concluded that most of the problems in general that have been found by researchers before that faced when learning English vocabulary is lazy to memorize, pronunciation, learning facilities and motivation. There are ways that are usually used to overcome problems in learning English vocabulary such as, using dictionaries, learning with friends, discussions, and searching the internet.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestion are presented regarding the purposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusions

from all the data collected from the results of the interviews developed, the researchers concluded that there were several types of problems that students collected in building English vocabulary.

Based on the results of the study showed the problems issued by students as follows:

1) The problems

Since vocabulary becomes one of the important aspects in teaching and learning of English, so the teaching of vocabulary in the classroom should be appropriate in order to avoid problems related to the students' vocabulary mastery. But in facts,

1. They are not motivated to memorize words
2. They appreciate that learning English is very difficult
3. They do not have learning facilities including media such as dictionaries, English books, language laboratories
4. They have no motivation to learn English.

2) The ways of settling the problems faced

Regarding the results obtained from English for their careers, but they are still not motivated to memorize and train to improve their English vocabulary and listen to conversations outside the classroom so that this



laziness is eliminated for all students. To improve their vocabulary mastery, the first thing they need to do is memorize words, and then later work with teachers and friends. If they can't find someone else to talk to, just talk in front of a mirror or yourself. This might sound crazy, but believe it or not it will effectively increase your vocabulary mastery. Can also use the media they have such as mobile phones, the internet and applications that can support them in improving their English words. Besides that the role of teachers and parents is also needed by students in helping them in making English vocabulary. Aside from being a facilitator, teachers and parents must also inspire students and their children and change their habits in learning English.

B. Suggestions

Based on the findings, it is necessary to give valuable suggestions for the students, teachers and also for the other researchers.

1. The Students

For students who want to master in building up English vocabulary, the researcher recommended some suggestions. The first is memorizing a lot of words continuously. It will enrich our knowledge and vocabulary stock in our memory while building up vocabulary. The second is translating the text from English- Indonesia and Indonesia-English. It is function to make our vocabulary always in our mind so we can translate it quickly without misunderstanding. The third are listen the music/conversation and read a lot of English

books. If there have a difficult words which you never heard ask to your teachers. Also when you got a new word and you do not know what the meaning, write in your notes book and found the meaning in dictionary. But if you do not have a dictionary, please asks your friend and teachers also to make it accurately. After that, when you got new vocabulary, keep practice in your daily communication. The last are motivating and spirit. Motivation and spirit are very important in building up English vocabulary. Without motivation to memorize words you will never able to learn English because no word which you understand. Automatically, you have no spirit in learning English and you will feel that English is boring lesson. You should carefully with your environment do not get lose your motivation and spirit in learning English vocabulary.

2. The Teachers

The researcher has some valuable suggestions, especially for the teachers in teaching English include all skills (Speaking, Listening, Reading, and Writing). In order to improve students' ability in building up English vocabulary, it is suggested for the teachers to select appropriate technique and method based on the students' needs and wants. Moreover, the teachers should frequently encourage the students' motivation in every teaching-learning in building up English vocabulary process. In sort, the teachers should be able to correct the

students' mistake in a gentle way and in exact time in order to keep the students' confidence still up.

3. The Other Researchers

The researchers believed that this research is still incomplete and imperfect and it is needed further discussion by next researcher. The next researcher should more concern in students' problems in building up English vocabulary because as the result of this research showed that the students were too weak in memorizing word, no dictionary, difficult in pronunciation, grammar and word meaning. However, this research can be used for references of next research.

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